

Literature Courses, Fall 2017

Course Number	Course Description	Instructor	Day/Time	Room
ENG 110	<p>Introduction to Literature Students will read and analyze elements of prose, poetry, and drama in English with emphasis on the critical reading of literary texts. The required text will be <i>The Norton Introduction to Literature</i>, Portable 12th edition. Fulfills GE 6</p>	E. Avila	T/Th 2-3:45 pm	AH 214
ENG 113W	<p>Introduction to Prose Literature In this course we will read a variety of 19th and 20th-century prose literature (novels, short stories and non-fiction) exploring themes of rebellion, protest, and non-conformity. We will explore both acts of rebellion by authors and moments of protest portrayed within their literature. We will also develop our critical thinking, reading, and writing skills, and will familiarize ourselves with key literary terms. Fulfills GE 6</p>	M. Purdue	T/Th 10-11:45 am	PA 105
ENG 212W	<p>Perspectives in World Literature: Water, Whales, and Ships! In this course we'll examine what contemporary global literature tells us about our relationship to the environment, other species, and one another. Water will be our course theme, and we'll read about islands, coastlines, and boats. Using ecocriticism and animal studies as our lens, we'll ask how literature and art shapes our understanding of what it means to be human and to live ethically as part of the biosphere. We'll think about issues such as environmental racism, globalization, and climate change. We will look at how issues of environmental and political crisis are reflected in popular culture and literature, including whale hunting, water wars, and migration. Primary texts will include poetry, film, and novels, but we will also read works by natural scientists, anthropologists, historians, and cetologists. Students will think across national borders and disciplinary boundaries in order to open up new ways of addressing ecological and political crises. Thus the course is relevant for students interested in biology, international relations, maritime history, technology, political science, and the law. Readings and films will come from Vietnam, New Zealand, Iraq, India, Italy, North Africa and South Africa, as well as areas in the U.S. including New Orleans, the New England coast, and the Pacific Northwest. Possible readings could include Cristina Garcia's <i>Monkey Hunter</i>, Linda Hogan's <i>People of the Whale</i>, Sinan Antoon's <i>The Corpse Washer</i>, Witi Ihimaera's <i>The Whale Rider</i>, and Zakes Mda's <i>The Whale Caller</i>. Films might include <i>When the</i></p>	D. Haque	M/W 12-1:45 pm	AH 208

	<p><i>Levees Break, Chinatown, Mediterranean, Water, and Boat People.</i> Fulfills GE 6, 8</p>			
ENG 275W-01	<p>Introduction to Literary Studies The purpose of this course is to introduce English majors and minors to a wide range of literary texts from different historical periods, geographical locations, and cultural contexts. The texts analyzed in this course include novels, short stories, and poetry. Students will learn fundamental techniques of literary analysis and develop a good working vocabulary of literary terms and concepts. Emphasis will also be placed on developing the skills necessary to write effective literary essays. The course begins by asking the following: What is literature? Why study literature? Other questions considered this semester include the following: What are the genres of literature? What important formal elements distinguish each of these genres? What are the elements of fiction and poetry? What is the relationship between form and content? What kinds of literary devices operate in each of the selected works examined in this course? How do authors construct complex, multilayered meanings and effects in their works? As the course develops, students will enrich their understanding to these questions by doing close readings and participating in class discussions of the assigned texts. Students will work toward a deeper understanding of how literary expression has shaped, and been shaped, by cultural knowledge and experience. Required texts will be <i>The Norton Introduction to Literature</i>, Portable 12th edition; <i>Reading and Writing about Literature</i>, Portable 3rd edition; <i>Let It Rain Coffee</i> (2005) by Angie Cruz.</p>	E. Avila	M/W 10-11:45 am	PA 104
ENG 275W-02	<p>Introduction to Literary Studies In this course we will read short fiction, novels, poetry, and nonfiction. We will also learn fundamental techniques of literary analysis, gain a critical vocabulary to apply to our readings, and will explore some of the cultural and historical contexts from which our texts emerge. Emphasis will be placed on developing the skills necessary to write an effective literary research paper.</p>	D. Haque	T/Th 8-9:45 am	AH 208
ENG 275W-03	<p>Introduction to Literary Studies In this course we will read short fiction, novels, poetry, and nonfiction. We will also learn fundamental techniques of literary analysis, gain a critical vocabulary to apply to our readings, and will explore some of the cultural and historical contexts from which our texts emerge. Emphasis will be placed on developing the skills</p>	M. Purdue	T/Th 2-3:45 pm	AH 325

	necessary to write an effective literary research paper.			
ENG 285	<p>Practical Grammar (2 cr.) This course is designed for those who will work with language professionally—language arts teachers (grades 5-12), writers, and editors. By the end of the course, students should be able to identify the part of speech and grammatical function of every word in most English sentences and to identify the most common kinds of phrases. While some attention is paid to basic punctuation, this is not intended as a remedial course for those who have difficulty writing correct sentences. There is no required text.</p>	J. Banschbach	M/T/W/Th 2-2:50 pm	PA 104
ENG 320	<p>British Literature to 1785 This course examines major English literary works from the Middle Ages through the later eighteenth century, giving attention to their historical and cultural contexts in order to better understand the representations at work in the literature. We will use this background to consider the ways authors and characters react to the structures – cultural, social, religious, national, etc. – that shape, support, and constrain their ideas and actions. It is impossible to cover every important and interesting early English literary work in a single semester – or even to scratch the surface. But we will enjoy a range of material that will give us a good picture of the changing early English literary scene and allow us to understand how early writers commented on their world and created alternative ones with their words. This class will give English majors practice in analyzing textual details, writing analytical essays, incorporating research into literary interpretations, and a general sense of literary history and periodization. Readings will include Chaucer's <i>Canterbury Tales</i>, Marlowe's <i>Doctor Faustus</i>, Milton's <i>Paradise Lost</i>, and Behn's <i>Oroonoko</i>, among others.</p>	E. Williamsen	M/W 10-11:45 am	AH 208
ENG 325-01	<p>Children's Literature Our topics are the study of a variety of books for children, the purposes and types of children's literature, and ways of responding to children's literature. While the primary audience for the course is elementary education majors, the subject should be of interest to any student. The reading list includes fantasy, realistic fiction, autobiography and other nonfiction, and graphic novels. We will also consider poetry for children and picture books. There will be two examinations, a research report, and a variety of in-class activities. Literary works will include <i>Charlotte's Web</i> (White), <i>Number the Stars</i></p>	J. Banschbach	T/Th 10-11:15 am	AH 202

	(Lowry), <i>Children of the Wild West</i> (Freedman), <i>The Birchbark House</i> (Erdrich), and <i>Ghetto Cowboy</i> (Neri). The textbook will be Tunnell's <i>Children's Literature, Briefly</i> , 6 th edition.			
ENG 325-02	Children's Literature (see description for ENG 325-01 above)	J. Banschbach	T/Th 12-1:15 pm	AH 202
ENG 327	American Literature to 1865 This course examines some of the major developments in American literature from 1700 to 1865. In reading a variety of canonical works, students will develop a greater understanding of American literature in an era of intense social, economic, political, and cultural transformations. In addition to helping students develop a greater understanding and appreciation of major issues and movements in this period of literary history, the course also intends to help students develop critical thinking skills important to both literary studies and humanities courses that require close, critical readings of diverse texts. Required Text: <i>Norton Anthology of American Literature</i> , Vols. A and B (8 th Ed.)	E. Avila	T/Th 10-11:45 am	PA 104
ENG 362	Teaching English 5-12: Writing Our major topics will be language and the adolescent, the teaching of writing, and language, evaluation and curriculum. As much as possible, the course will be run as a workshop, with students designing assignments, carrying them out, evaluating them.	J. Arnold	M 6-9:45 pm	AH 204
ENG 381	Introduction to English Linguistics This course's purpose is to give participants an appreciation and understanding of the language we speak and of linguistic processes in general, making explicit and understandable the way in which the communicative practices we already use operate successfully. In this course, students will become familiar with the structures of language on a number of levels, with particular reference to the English language. We will explore concepts such as phonology (the sounds of a language), morphology (the shapes of words), syntax (the patterns through which words work together) semantics (the way language produces meaning), and various social aspects of language use. Students will be expected to apply these concepts in practice exercises, short writing assignments, three tests, and a mid-length research project. Side-effects of completing this course may include memorization of the International Phonetic Alphabet and patterns of syntactic structure, as well as an ability to recognize a number of American regional dialects.	E. Williamsen	T 4-5:45 pm Th 4-5:45 pm	AH 202 AH 208

ENG 403/ 503	<p>Selected Authors: George Eliot and Mary Elizabeth Braddon</p> <p>This course focuses on two Victorian women writers: George Eliot and Mary Elizabeth Braddon. These authors have very different literary reputations so this might at first seem like an unlikely pairing. We can, however, learn a lot about the Victorian period from their seemingly disparate subject matter and styles of writing. This course will explore the contrasts between Braddon's popular "sensation fiction" and Eliot's "high-brow" canonical literature, learning about the cultural and historical contexts in which this literature was created in the process. Texts will include Eliot's <i>Middlemarch</i>, <i>The Mill on the Floss</i>, <i>Silas Marner</i>, and <i>The Lifted Veil</i>, and Braddon's <i>Lady's Audley's Secret</i>, <i>Aurora Floyd</i>, and <i>The Doctor's Wife</i>.</p>	M. Purdue	M/W 12-1:45 pm	PA 104
ENG 425	<p>Topics in Children's Literature</p> <p>The general purpose of this course is to increase the students' knowledge of children's literature, that is, of individual books, authors, resources, and methods of responding to literature. The purpose of this version of Topics in Children's Literature is the study of children's literature set in other countries, such as France, Italy, the Dominican Republic, and Pakistan. There will be three examinations, a project, and a variety of short writing assignments. The reading list hasn't been set, but it is likely to include <i>Before We Were Free</i> (Alvarez), <i>Secrets in the Fire</i> (Mankell), <i>Three Cups of Tea</i> (Mortenson), <i>The Thief Lord</i> (Funke), <i>The Amazing Maurice and His Educated Rodents</i> (Pratchett), <i>The Book Thief</i> (Zusak), and <i>The Graveyard Book</i> (Gaiman).</p>	J. Banschbach	W 6-8:45 pm	AH 208
ENG 426	<p>Selected Periods: Literature of the Viking World</p> <p>This course focuses on literature produced in medieval northern Europe in order to develop an understanding of both cultural history and literary forms. We will read <i>Beowulf</i> and other works from Anglo-Saxon England against Old Norse mythological poetry and Viking sagas. Texts are selected to juxtapose the legendary past and historic present of the sagas; pagan and Christian world views; and literary and anthropological sources. Students will be responsible for several short essays and a research project. Readings will include <i>The Battle of Maldon</i>, <i>The Dream of the Rood</i>, <i>Ohtere and Wulfstan</i>, <i>The Saga of the Volsungs</i>, <i>The Saga of Eric the Red</i>, <i>The Saga of King Hrolf Kraki</i>, and selections of Eddic poetry.</p>	E. Williamsen	M/W 2-3:45 pm	PA 105

ENG 433W/ 533	<p>Selected Studies in World Literature</p> <p>This course looks at world literature through the specific lens of human rights discourses. We will begin the class by asking: why put rights and literature in conversation? Why look to literature at all for an understanding of how we think about human rights? How does literature contribute to or shape rights discourses? Narrative does not just depict human rights stories, but is a profound part of how we imagine and construct human rights policies and their processes. Scholars and activists have begun to examine the ways in which human rights discourses are shaped by historical and cultural contexts. Many argue that human rights are, in fact, literary productions. So what do we mean when we talk about concepts such as freedom and rights? How do race, class, gender, sexuality, ethnicity, or nationality impact rights? Why might a philosopher, politician, or activist turn to a work of fiction in order to make an argument about human rights? What is the role of memoir or documentary in telling human rights stories? The global literatures that we will read in this course take the human condition as their central concern. They ask questions about what it means to be “human” and whether there are inherent rights and freedoms to which all humans are universally entitled. In the process of asking these questions, we will look closely at novels and film from and about Sri Lanka, South Africa, Haiti, Morocco, Somalia, the United States, and Chile that reflect on the atrocities of racial segregation, apartheid, colonialism, globalization, torture, and genocide. We will pay close attention to form and how storytelling is linked to aesthetic and cultural practices.</p>	D. Haque	T/Th 2-3:45 pm	AH 208
ENG 464/ 564	<p>Teaching Middle School Literature</p> <p>Students will become familiar with a variety of books on topics of interest to middle school students, will become familiar with print and internet resources for teaching literature in the middle school, will experiment with a variety of methods of responding to and analyzing literature, and will be introduced to methods of teaching English in the middle school.</p>	J. Arnold	T 4:30-5:30 pm	Online
ENG 611	<p>Seminar: American Literature after 1865</p> <p>This course examines some of the major developments in American literature from 1865 to the early twenty-first century. In reading a variety of canonical works, students will develop a greater understanding of American literature in an era of sweeping and radical social, economic, and political change. Students will focus on two major American literary movements—Modernism and Postmodernism. Selected aesthetic formations within each of</p>	E. Avila	M 5:30-7:00 pm	Online

	these two principal literary movements include, but are not limited to, Imagism and Objectivism, the Lost Generation and the impact of WWI, The Harlem Renaissance, Post-WWII writers, and later postmodern writers. Required Texts: <i>Norton Anthology of American Literature</i> , Vols. D and E (8 th Ed.); ... <i>And the Earth Did Not Devour Him/...y no se lo tragó la tierra</i> (1971/1987) by Tomás Rivera; <i>White Noise</i> (1985) by Don DeLillo; <i>The Brief Wondrous Life of Oscar Wao</i> (2007) by Junot Díaz.			
ENG 625	Seminar: Composition Theory This course provides an introduction to the landmark works in and various competing theories of composition that shape scholarly and pedagogical practices in the contemporary field of rhetoric and composition. To help us construct a map of the complex theoretical terrain, we will consider the historical, cultural and political contexts in which particular practices and theories have emerged and been valued. Further, we will consider questions such as: How do theoretical assumptions lead scholars and teachers to adopt particular practices, reject others, and appear to be blind to still others? Conversely, how do certain kinds of literate, composition, and pedagogical practices give rise to, support, challenge or undermine certain theories?	K. Cole	M 7-9:00 pm	Online
ENG 651	Bibliography and Research This course introduces students to research methods and critical writing strategies for masters' level work. It also focuses on professional development and the creation of documents such as CVs, book reviews, and annotated bibliographies. It is required for all first-year MA: Literature and English Studies students	K. Cole	W 6-7:30 pm	Online
ENG 655	Topics in Teaching Writing (Middle and High School) The course is designed to introduce students/us to a variety of topics that are currently important for teaching writing at the middle/secondary school level. The goal of this experience is to foster our growth as teachers of writing and to improve our teaching practices as a result of having examined how experts in the field teach writing, and as a result of having engaged in discussions and having shared ideas and teaching lessons with peers.	J. Arnold	W 5-6:00 pm	Online
ENG 656	Teacher Research in the Writing Classroom This course will introduce methods of inquiry-based research for investigating writing practices and pedagogy; this research could be conducted in classrooms for the purpose of	K. Cole	T 7:30-8:30 pm	Online

	<p>improving teaching practices, students' learning, and/or institutional curricular design and practices. These course goals allow for a broad range of possibilities within the semester that we will work on together. As such, this course will focus on a broad overview of different types of research methodologies for the composition classroom. We will use the texts we encounter in order to first, understand the various methodologies available; second, critically apply these methods as appropriate; and third, create relevant applications for students' classrooms or future classrooms.</p>			
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